DOCUMENT RESUME

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ABSTRACT

The annotated bibliography on Gifted: Parenting/Legislation & Public Policy contains approximately 72 abstracts and associated indexing information for documents or journal articles published from 1958 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (PM)

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Gifted
Parenting/Legislation & Public Policy

A Selective Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 636

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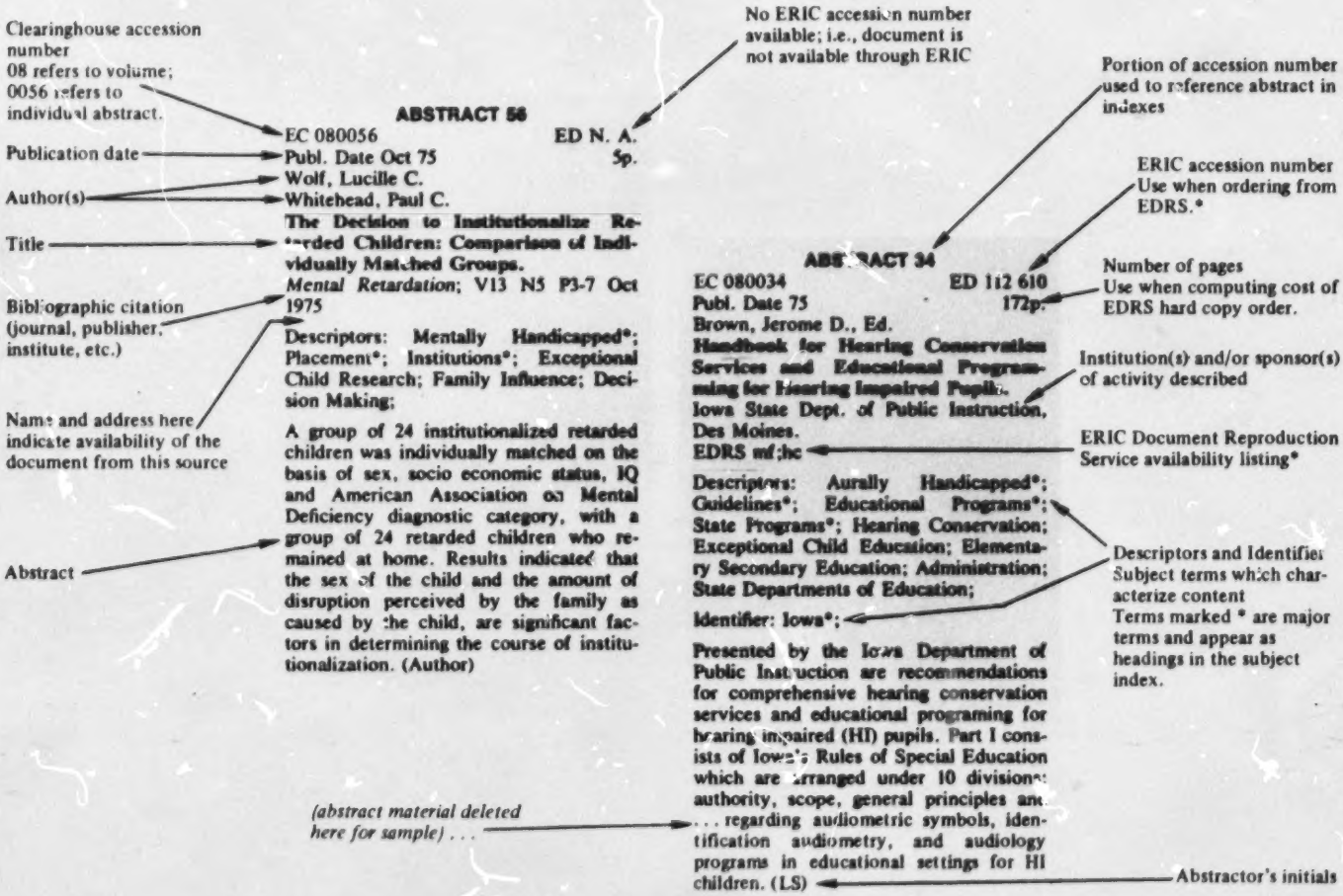
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ABSTRACT 56
EC 080056
ED N. A.
Publication date
Publ. Date Oct 75
5p.
ERIC accession number
Use when ordering from EDRS.*
Author(s)
Wolf, Lucille C.
Whitehead, Paul C.
Title
The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
ABSTRACT 34
EC 080034
ED 112 610
Number of pages
Use when computing cost of EDRS hard copy order.
Publ. Date 75
172p.
Bibliographic citation (journal, publisher, institute, etc.)
Mental Retardation; V13 N5 P3-7 Oct 1975
Brown, Jerome D., Ed.
Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.
Institution(s) and/or sponsor(s) of activity described
Iowa State Dept. of Public Instruction, Des Moines.
Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;
Name and address here indicate availability of the document from this source
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Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;
Identifier: Iowa*;
Descriptors and Identifiers
Subject terms which characterize content
Terms marked * are major terms and appear as headings in the subject index.
Abstract
A group of 24 institutionalized retarded children was individually matched on the basis of sex, socio economic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)
Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programing for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and ... regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)
(abstract material deleted here for sample) . . .
Abstractor's initials

CEC Information Center Journal Collection

The CEC Information Center regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Abstracts (ECEA)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current May 1976) is *representative* of journals currently received.

*Academic Therapy, 1539 Fourth Street, San Rafael, California 94901

ACTA Symbolica, University of Akron, Akron, Ohio 44304

Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577

*American Annals of the Deaf, 5034 Wisconsin Avenue NW, Washington DC 20016

American Education, 400 Maryland Avenue SW, Washington DC 20202

American Educational Research Journal, 1126 16th Street NW, Washington DC 20036

American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015

American Foundation for the Blind Research Bulletin, 15 West 16th Street, New York, New York 10011

**American Journal of Diseases of Children, 535 North Dearborn Street, Chicago, Illinois 60610

*American Journal of Mental Deficiency, 49 Sheridan Avenue, Albany, New York 12210

American Journal of Nursing, 10 Columbus Circle, New York, New York 10019

**American Journal of Occupational Therapy, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

*American Journal of Orthopsychiatry, 1790 Broadway, New York, New York 10019

Archives of Otalaryngology, 535 North Dearborn Street, Chicago, Illinois 60610.

Arithmetic Teacher, 1201 16th Street NW, Washington DC 20036

ASHA, 9030 Old Georgetown Road, Washington DC 20014

Audecibel, 24261 Grand River Avenue, Detroit, Michigan 48219

Auditory & Hearing Education, 15300 Ventura Boulevard, Suite 301, Sherman Oaks, California 91403

Audiovisual Instruction, 1201 16th Street NW, Washington, DC 20036

Australian Children Limited, Box 91, Brighton 5048, South Australia

*Australian Journal of Mental Retardation, P.O. Box 255, Carlton, South Victoria 3053, Australia

AVISO, Newark State College, Union, New Jersey 07083

**Behavior Therapy, 111 Fifth Avenue, New York, New York 10003

Behavior Today, Ziff-Davis Publishing Co., 1156 15th Street NW, Washington DC 20036

Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401

British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4 AT, Scotland

British Journal of Mental Subnormality, Monyhull Hospital, Birmingham B30 3QB, England

British Journal of Physical Education, Ling House, 10 Nottingham Place, London WIM 4 AX, England

Bulletin of the Orton Society, 8415 Bellona Lane, Suite 204, Towson, Maryland 20402

Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402

*Bureau Memorandum, 126 Langdon Street, Madison, Wisconsin 53702

CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada

Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401

Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025

Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637

**Child Psychiatry & Human Development, 2852 Broadway, Morningside Heights, New York 10025

Child Welfare, 67 Irving Place, New York, New York 10003

Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016

Children Today, US Government Printing Office, Washington DC 20402

Children's House, Box 111, Caldwell, New Jersey 07006

Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631

Communication Education (formerly Speech Teacher) Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

Day Care & Early Education, 2852 Broadway, New York, New York 10025

Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226

Deficience Mentale/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada

Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England

Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333

DSH Abstracts, Gallaudet College, Washington, DC 20002

Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England

*Education and Training of the Mentally Retarded, 1920 Association Drive, Reston, Virginia 22091

Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107

*Education of the Visually Handicapped, 919 Walnut St. Fourth Floor, Philadelphia, Pennsylvania 19107

Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708

Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820

Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401

Educational Leadership, 1201 16th Street NW, Washington DC 20036

Educational Researcher, 1126 16th Street NW, Washington DC 20036

Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637

English Journal, 1111 Kenyon Road, Urbana, Illinois 61801

*Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Exceptional Parent, 264 Beacon Street, Boston, Massachusetts 02116

Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada

Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222

*Gifted Child Quarterly, 8080 Springvalley Drive, Cincinnati, Ohio 45236

Harvard Educational Review, 23 South Main Street, Uxbridge, Massachusetts 02138

Hearing, 105 Gower Street, London WCIE 6AH, England

*Hearing & Speech Action, 814 Thayer Avenue, Silver Spring, Maryland 20910

Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010

Human Behavior, PO Box 2810, Boulder, Colorado 80302

Humanist, 923 Kensington Ave., Buffalo, New York 14215

Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621

Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306

Instructor, PO Box 6099, Duluth, Minnesota 55806

Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016

International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland

International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland

International Rehabilitation Review, 219 East 44th Street, New York, New York 10017

Involvement, PO Box 460, Oak Ridges, Ontario, Canada

*denotes journals monitored for CIJE.

**denotes copyrighted journals for which ECEA has been granted permission to use author abstracts.

Journal for Special Educators of the Mentally Retarded, 171, Center Conway, New Hampshire 03813

*Journal of Abnormal Child Psychology, **Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

Journal of Abnormal Psychology, 1200 17th Street NW, Washington DC 20036

*Journal of Applied Behavior Analysis, **University of Kansas, Lawrence, Kansas 66044

Journal of Applied Rehabilitation Counseling, 1522 K Street NW, Washington DC 20005

Journal of Association for Study of Perception, PO Box 744, De Kalb, Illinois 60115

*Journal of Autism & Childhood Schizophre-**nia, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

Journal of Child Psychology & Psychiatry, Pergamon Press, Elmsford, New York 10523

Journal of Clinical Child Psychology, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

Journal of Communication Disorders, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014

Journal of Community Health, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

Journal of Consulting & Clinical Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Creative Behavior, 1300 Elmwood Avenue, Buffalo, New York 14222

Journal of Developmental Disabilities, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182

Journal of Education, Department of Education, Halifax, Nova Scotia

Journal of Educational Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Educational Research, Box 1605, Madison, Wisconsin 53701

Journal of General Education, 215 Wagner Building, University Park, Pennsylvania 16802

*Journal of Learning Disabilities, 5 North **Wabash Avenue, Chicago, Illinois 60602

Journal of Marriage & the Family, 1219 University Avenue SE, Minneapolis, Minnesota 55414

*Journal of Mental Deficiency Research, 86 Newman Street, London WIP 4 AR, England

Journal of Music Therapy, Box 610, Lawrence, Kansas 66044

Journal of Negro Education, Howard University, Washington DC 20001

Journal of Nervous & Mental Disease, 428 East Preston Street, Baltimore, Maryland 21201

*Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

Journal of Personality Assessment, 1070 East Angeleno Avenue, Burbank, California 91501

Journal of Reading, 6 Tyre Avenue, Newark, Delaware 19711

Journal of Rehabilitation, 1522 K Street NW, Washington DC 20005

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of School Health, American School Health Association, Kent, Ohio 44240

Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

*Journal of Special Education, Grune and **Stratton, 111 Fifth Avenue, New York, New York 10003

*Journal of Speech & Hearing Disorders, 9030 Old Georgetown Road, Washington, DC 20014

*Journal of Speech & Hearing Research, **9030 Old Georgetown Road, Washington DC 20014

Journal of Teacher Education, One Dupont Circle, Washington DC 20036

*Language Speech & Hearing Services in Schools, 9030 Old Georgetown Road, Washington DC 20014

Lantern, Perkins School for the Blind, Watertown, Massachusetts 02172

Learning, 530 University Avenue, Palo Alto, California 94301

Mathematics Teacher, 1906 Association Drive, Reston, Virginia 22091

*Mental Retardation, 5201 Connecticut Ave-**nue NW, Washington DC 20015

Merrill Palmer Quarterly, 71 East Ferry Avenue, Detroit, Michigan 48202

Momentum, 350, One Dupont Circle, Washington DC 20036

Music Educators Journal, 1902 Association Drive, Reston, Virginia 22091

NASSP Bulletin, 1904 Association Drive, Reston, Virginia 22091

National Elementary Principal, 1801 North Moore Street, Arlington, Virginia 22209

The New Beacon, 224 Great Portland Street. London WIN/AA, England

*New Outlook for the Blind, 15 West 16th Street, New York, New York 10011

Notre Dame Journal of Education, PO Box 686, Notre Dame, Indiana 46556

Nursing Outlook, 10 Columbus Circle, New York, New York 10019

Optometric Weekly, 5 North Wabash Avenue, Chicago, Illinois 60602

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Peabody Journal of Education, George Peabody College for Teachers, Nashville, Tennessee 37203

*Pediatrics, PO Box 1034 Evanston, Illinois **60204

Personnel & Guidance Journal, 1607 New Hampshire Avenue NW, Washington DC 20009

Phi Delta Kappan, 8th & Union Streets, Bloomington, Indiana 47401

Physical Therapy, 1156 15th Street NW, Washington DC 22005

Pointer, PO Box 131, University Station, Syracuse, New York 13210

Psychology in the Schools, 4 Conant Square, Brandon, Vermont 05733

Psychology Today, PO Box 2990, Boulder, Colorado 80302

Quarterly Journal of Speech, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Reading Research Quarterly, 6 Tyre Avenue, Newark, Delawzre 19711

Reading Teacher, 6 Tyre Avenue, Newark, Delaware 19711

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto Ontario M5E 1E8, Canada

Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Missouri 63108

*Rehabilitation Literature, 2023 West Ogden **Avenue, Chicago, Illinois 60612

Rehabilitation Teacher, 88 St. Stephen Street, Boston, Massachusetts 02115

Remedial Education, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia

Review of Educational Research, 1126 16th Street NW, Washington, DC 20036

Scandinavian Journal of Rehabilitation Medicine, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden

Schizophrenia Bulletin, 5600 Fishers Lane, Rockville, Maryland 20852

School Media Quarterly, 1201-1205 Bluff Street, Fulton, Missouri 65251

*Sight Saving Review, 79 Madison Avenue, New York, New York 10016

Sign Language Studies, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901

*Slow Learning Child, St. Lucia, Brisbane 4067, Australia

**Social Work, 49 Sheridan Avenue, Albany, New York 12210

Southern Journal of Educational Research, Box 107, Southern Station, Hattiesburg, Mississippi 39401

Special Children, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

*Special Education: Forward Trends, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

Special Education in Canada, Parkway V S, 1 Danforth Avenue, Toronto, Ontario, Canada

Speech Monographs, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Teacher, 22 West Putnam Avenue, Greenwich, Connecticut 06830

Teacher of the Blind, Royal School for the Blind, Church Road North, Wavertree, Liverpool L156TQ, England

Teacher of the Deaf, 50 Topsham Road Exeter EX2 4NF, England

Teachers College Record, 525 West 120th Street, New York, New York 10027

**TEACHING Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Volta Review, 3417 Volta Place NW, Wash-**ington, DC 20007

Young Children, 1384 Connecticut Avenue NW, Washington, DC 20009

ABSTRACT 851

EC 001 545 ED 019 782
Publ. Date 67
Gowan, John Curtis, Comp. And Others
Creativity--Its Educational Implications.
EDRS not available
John Wiley And Sons, Inc., 605 Third Avenue, New York, New York 10016 ($7.95).

Descriptors: exceptional child education; creativity; gifted; talented students; curriculum; student characteristics; guidance; identification; teacher education; creativity research; educational needs; performance factors; creative writing; teacher role; parent role; taxonomy; predictive measurement; creative thinking; creative development; creative teaching; creative art; counselor role; teaching methods

Thirty-six articles by different authors present ways in which the results of creativity research may be utilized in the school, the classroom, and the counseling office. After an introduction, five articles treat general considerations: the causes and conditions of creativity, and the education and understanding of creative and gifted children. Four papers on theory and policy investigate creative learning, thinking, development, and potentiality. Characteristics of creative children are discussed in three papers, and the question whether creativity may be increased by practice is raised in five articles dealing with teacher attitudes and teaching. also included are four articles on a curriculum for creativity and teaching methods, five articles on guidance and measurement of creativity, five on teachers and parents, and five on research and summary. Many of the articles report research findings, and some detail experimental procedures. reference lists (some annotated) accompany the majority of the papers. (MW)

ABSTRACT 1209

EC 001 580 ED 002 823
Publ. Date 58 215p.
Young, Donald D.
Parental Influence Upon Decisions of Scholastically Talented Youth Concerning Higher Education.
Wisconsin University, Madison
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP 247

Descriptors: exceptional child research; gifted; family (sociological unit); parent attitudes; parental background; parent influence; higher education; high school graduates; college bound students; academic aspiration; motivation; family characteristics

The primary purpose of this investigation was to determine whether there are important differences in selected parental background factors between scholastically talented high school graduates who continue their education in degree-granting institutions and those who do not. There were two related problems: to determine the amount of stability of the post-high school plans of these scholastically talented youth, and to report on the specific activities in which they were engaged in the fall of 1957. Data used for the study were obtained by a statewide survey of 3,500 high school seniors concerning plans beyond high school and family background. A special analysis of 5,500 seniors was used as a later sampling. A survey of their parents determined what they were doing and furnished additional family background information. Analysis of data indicated that the education level attained by parents, occupation of father, economic status, financial help from parents, and parental encouragement were similar in both the students who went on to higher education and those who did not. In addition, a high degree of stability between the various plans of the group expressed in the spring and the realization of the plans was demonstrated. (GC)

ABSTRACT 1592

EC 003 285 ED N.A.
Publ. Date 11 Oct 67 273p.
Beck, Joan
How to Raise a Brighter Child; The Case for Early Learning.
EDRS not available
Trident Press, Rockefeller Center, 630 Fifth Avenue, New York, New York 10020 ($5.95).

Descriptors: early childhood education; learning; environmental influences; teaching methods; infants; preschool children; child rearing; intellectual development; parent role; intelligence; reading; creativity; health; prenatal influences; injuries; infectious diseases; gifted; Montessori

The case is made for early learning, and suggestions are presented to assist parents in providing stimulating care and environment for their preschool children. Research evidence is frequently cited. The parent is described as the child's first teacher; why the parent can raise a brighter child and how the home atmosphere can foster intelligence are discussed. Methods are detailed for children from birth to 18 months, 18 months to 3 years and 3 to 6 years. Further areas considered include reading for the preschooler, creativity, Montessori techniques, safe guarding the child's brain, and prenatal care. Finally, the joys of having a bright child are detailed. (LE)

ABSTRACT 41

EC 002 998 ED 002 992
Publ. Date 64 95p.
Ohlsen, M. M.
Appraisal of Group Counseling for Underachieving Bright Fifth Graders and Their Parents.
Illinois University, Urbana, College Of Education
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-933

Descriptors: exceptional child research; gifted; counseling; achievement; group relations; group dynamics; program evaluation; underachievers; experimental programs; group counseling; family relationship; parent child relationship

A method of principal actor role classification was used to examine the interaction of a group of bright, underachieving fifth graders. In this method, the person who was the center of the group's attention at any given time (by either verbal or nonverbal behavior) was termed the principal actor. Observers classified the verbal contributions of the principal actor in 28 principal actor roles and the responses of group members in four response categories. Analysis of the interaction record provided an indication of response patterns of individuals both to principal actor roles and to other individuals. Parents of the children also met for group counseling. Although most of the predicted changes in the students did not occur, unsolicited reports from group participants indicated significant improvement in family relations which resulted in significant improvement in some of the children. The classification process was investigated further to determine the accuracy of verbal classifications made from tape recordings of the group sessions by comparison with classification based on kinescopes of the sessions. (AL)

ABSTRACT 419

EC 003 926 ED N.A.
Publ. Date 66 146p.
McCurdy, Harold Grier, Ed.; Follett, Helen, Ed.
Barbara; The Unconscious Autobiography of a Child Genius.
EDRS not available
University Of North Carolina Press, Chapel Hill, North Carolina 27514.

Descriptors: gifted; creativity; biographies; composition (literary); creative writing; imagination; family relationship; authors; literature

This case study consists of an autobiography of a child genius, Barbara Newhall Follett, (1914 to 1939), through her writings and through a biography (background information on her home and the circumstances of her education) provided by her author mother, Helen Thomas Follett. Barbara's genius was never tested or educated formally but is accepted through her literary talent. The writings (from ages 4 to 25) include selections from her first book, published at 13 years of age, prose and poetry (fact, fiction, and fantasy), as well as selected personal correspondence. The autobiographical and biographical materials are closely interwoven and paralleled so that the reader is allowed to compare the development, at any point of time, of Barbara's outer life while experiencing the expressions of her innermost life. (EM)

ABSTRACT 2198

EC 005 158 ED 037 850
Publ. Date Jan 70 167p.
Love, Harold D.
Parental Attitudes toward Exceptional Children.

EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($9.50).

Descriptors: exceptional child education; handicapped children; gifted; parent attitudes; parent counseling; parent education; mentally handicapped; physically handicapped; emotionally disturbed; aurally handicapped; visually handicapped; special health problems; psychological characteristics; incidence

Written to aid the professional in understanding parental attitudes toward their exceptional children in counseling, the text could also be used by parents to better understand their children. Described are types of exceptionalities, incidence, psychological assessment and evaluation, and the intelligence range from mentally handicapped to the gifted. Discussions concern various parental reactions to their handicapped child, research on these attitudes toward mentally handicapped children, advice to parents, and parental attitudes toward the physically handicapped child, the gifted, the blind, the deaf, the emotionally disturbed, and those children with special health problems. Also analyzed are the psychological problems of parents with blind or deaf children. (JM)

ABSTRACT 24

EC 03 0024 ED 043 150
Publ. Date Sep 70 224p.
Grost, Audrey
Genius in Residence.
EDRS not available
Prentice-Hall, Inc., Publishers, Englewood Cliffs, New Jersey 07632 ($6.95).

Descriptors: exceptional child education; gifted; individual development; educational needs; family life; adjustment (to environment); biographies

The author recounts the family and school life of an exceptionally gifted child--her son, Michael Grost-- from birth to his graduation from Michigan State University at the age of 15 years. She has chronicled the development of Mike (IQ 200 plus) with many humorous, frustrating, despairing, triumphant, and incredible personal experiences of Mike and the family as they struggled toward the fullest development of his talents. Encounters with the rigid school system, jealous neighbors, inflexible members of the educational community, and finally compassionate educators and psychologists at Michigan State University are described. Beyond the story of one gifted child, the author raises questions related to current teaching methods and the educational system, the conflict of the pursuit of equal opportunities and the pursuit of excellence, and how to nurture and develop to the fullest talent and genius in the individual child. (KW)

ABSTRACT 1291

EC 03 1291 ED N.A.
Publ. Date 70 171p.
Pringle, M. L. Kellmer
Able Misfits: A Study of Educational and Behaviour Difficulties of 103 Very Intelligent Children (IQs 120-200).
EDRS not available
Humanities Press, 303 Park Avenue South, New York, New York 10010 ($6.00).

Descriptors: exceptional child research; gifted; behavior problems; underachievers; learning difficulties; parent attitudes; academic achievement; personal adjustment; psychological needs; identification

A descriptive account of intelligent children whose behavior difficulties were severe enough to cause their teachers or parents to seek psychological advice is presented. Illustrative case histories are cited. Statistical information on the 103 children describes how they came to be examined, characteristics, home background, parental attitudes, recommendations made, and subsequent developments. A more theoretical section, concerning the psychology of learning and adjustment, discusses basic psychological needs, learning and emotion, maladjustment, underachievement, and the findings of previous research. Questions of prevention and remedial action are considered in an analysis of practical implications which emphasizes early recognition of giftedness. (KW)

ABSTRACT 2324

EC 03 2324 ED N.A.
Publ. Date 71 295p.
Gowan, John Curtis, Ed.; Torrance, E. Paul, Ed.
Educating the Ablest: A Book of Readings on the Education of Gifted Children.
EDRS not available
F. E. Peacock Publishers, Inc., 401 West Irving Park Road, Itasca, Illinois 60143 ($4.95).

Descriptors: exceptional child education; gifted; literature reviews; creative development; child development; counseling; disadvantaged youth; mental health; program descriptions; parent role; teacher role

The volume is a book of readings on the education of gifted children. Such topical areas as developmental characteristics, programs, curriculum, guidance, creativity, disadvantaged gifted youth, and mental health are covered. Articles concerning teachers and parents are also included. Most of the readings in the volume are taken from the Gifted Child Quarterly, the journal of the National Association of Gifted Children. (CD)

ABSTRACT 2582

EC 03 2582 ED N.A.
Publ. Date 70 6p.
Dewing, Kathleen
Family Influences on Creativity: A Review and Discussion.
EDRS not available
Journal of Special Education; V4 N4 P399-404 Fall-Win 1970

Descriptors: exceptional child research; gifted; creativity; parent influence; family influence; creative development; research reviews (publications)

Studies of parents of creative individuals are reviewed. The literature is shown to be scattered, frequently only incidental to the main investigation, and often retrospective and therefore modified by what the respondents remember or choose to report. However, the amount of agreement is noted to be impressive, with the findings supporting work carried out in other disciplines. Parental variables of particular importance appear to be an unpossessive relationship with the child which encourages self-reliance and independence, permissive child-rearing methods, and diverse and relatively intellectual interests. Implications for educational practice are considered. (Author/KW)

ABSTRACT 2750

EC 03 2750 ED N.A.
Publ. Date 71 6p.
Gowan, John Curtis
Why Some Gifted Children Become Creative.
EDRS not available
Gifted Child Quarterly; V15 N1 P13-8 Spr 1971

Descriptors: gifted; creativity; family influence; exceptional child research; personality; research reviews (publications)

The article discusses the variance of creativity in gifted children. Literature and research reviews consider some of the reasons (personality or environment) for the difference. Personality aspects of highly creative gifted children emphasizing preconscious, playful, and phallic explanations are discussed. The author notes that so far as family and environmental stimulation are concerned, it appears that whatever stimulates the three personality components (preconscious, playful, phallic) such as parental encouragement of playfulness, independence, impulsiveness, and sensitivity, is valuable. A study conducted by the author is briefly described in which questionnaires were sent to parents of gifted children. The questionnaire provided data on highly creative as opposed to low creative gifted boys and girls. Tentative conclusions and implications note that high creative children and families show a freer style of family life and higher socioeconomic status, more inclination toward the arts, and more liberal political and social views. The author concludes that the family environment has important effects upon the development of creative propensities in children. (CD)

ABSTRACT 3060

EC 03 3060 ED N.A.
Publ. Date 71 4p.
Porter, Rutherford B.
A Reporting Procedure for Early School Admission for Mentally Advanced Children.
EDRS not available
Journal of School Psychology; V9 N2 P127-30 1971

Descriptors: exceptional child education; gifted; early admission; parent role; parent school relationship; predictive measurement; records (forms)

A short, logical, developmental technique for reporting a prediction of school success for gifted children being investigated for possible early entrance into school is presented. Emphasis is on communication with the parent. A form which aids in the presentation and leads

to a recommendation is included. (Author)

ABSTRACT 24

EC 04 0024 ED N.A.
Publ. Date 71 63p.
Witty, Paul A., Ed.
Reading for the Gifted and the Creative Student.
EDRS not available
International Reading Association, 6 Tyre Avenue, Newark, Delaware 19711 ($2.50).

Descriptors: exceptional child education; gifted; creative ability; identification; reading; reading materials; research reviews (publications); family role; teacher role; educational programs

Designed to aid identification of gifted and creative students, the book provides suggestions for appropriate instruction, guidance, and experience in reading programs. First, nature and needs of gifted and creative students are examined by a review of pertinent scientific studies. Second, representative innovative educational programs and reading materials used to improve reading and language arts from primary grades through high school are illustrated. Third, family role in stimulating reading skills for gifted and creative students is presented with specific suggestions for parental guidance of young children. Fourth, description of the effective teacher role is followed by instructions for reading guidance. (CB)

ABSTRACT 576

EC 04 0576 ED N.A.
Publ. Date Oct 71 35p.
Gilmore, John V.
The Productive Personality.
EDRS not available
Journal of Education; V154 N1 P5-39 Oct 1971

Descriptors: research reviews (publications); gifted; creative ability; personality; surveys; self concept; self esteem; parent influence; theories

Review of pertinent research on the productive personality focused on concepts, theory, research, and family background of the productive (or creative) personality, which for purposes of comparison was rated as highly productive, average, or low productive. Survey of studies on the productive personality revealed that concepts of self confidence, high self concept, and self esteem occurred frequently. A related survey of studies in which terms involving self esteem appeared suggested that productive persons with high degrees of self esteem could be grouped under the general headings of altruism and coping. It was found that persons with average or low productive personalities possessed a smaller degree of self esteem than did high productive personalities. Studies on parental background of the productive personality revealed that the parents valued their children's development and generally provided homes that were characterized by concern, empathy, esteem, and loving parents. (CB)

ABSTRACT 682

EC 04 0682 ED 057 515
Publ. Date 71 15p.
Bruch, Catherine B.
Parents' Support of Gifted Programs.
Georgia University, Athens
Council for Exceptional Children, Arlington, Virginia
EDRS mf,hc
Paper Presented at the Special Conference on Emerging Models of Special Education for Sparsely Populated Areas (Memphis, Tennessee, December 3, 1971).

Descriptors: exceptional child education; gifted; rural education; community role; parent role; educational programs; rural areas; rural schools; volunteers

Problems of schools in rural areas are said to be related to the problems of talent search for the gifted in these areas, and to ways for meeting their needs. If a comprehensive model of special education is used in which the major function is specified as therapy, then the term therapy must include a total community involvement, with therapy viewed as the total impact of education, formal and informal, upon the gifted child. A review is presented of various school and community efforts to provide for the gifted children in small schools and rural areas. Volunteer efforts, especially by parents, are highlighted. (Author)

ABSTRACT 1593

EC 04 1593 ED N.A.
Publ. Date 59 32p.
Gallagher, James J.
The Gifted Child in the Elementary School.
EDRS not available
National Education Association, 1201 16th Street, N. W., Washington, D. C. 20036 ($0.25).

Descriptors: exceptional child education; gifted; parent education; teacher education; identification; educational programs

Intended to aid parents and teachers, the pamphlet answers basic questions concerning identification and educational programs for the gifted elementary school child. The questions focus on identification of the gifted child, the origins of giftedness, the meaning of being a genius, high IQ as a causal factor, problems facing the gifted child and teacher, the meaning of enrichment, providing the environment to enrich, the need for acceleration, curriculum changes, choice of teachers for the gifted, and the effectiveness of special programs. (CB)

ABSTRACT 2304

EC 04 2304 ED N.A.
Publ. Date 72 314p.
Drews, Elizabeth Monroe
Learning Together.
EDRS not available
Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 ($7.95).

Descriptors: creative development; educational philosophy; educational methods; student alienation; family influence; teacher characteristics; teacher role; gifted; student school relationship

Intended for the general reader, the book examines how most creative potentialities of most people are not developed but stifled by the constraints of the educational and social systems. Discussed is how to foster creativity, self-fulfillment, and social awareness in both students and teachers. Questions considered include how to develop creative gifts and use them for the common good; what in present thought patterns, practices, and institutions diverts our energies in harmful directions; and how education can be humanized so that the student eagerly wants to participate in learning. In the course of exploring such questions, the author describes some students she has known (including an extremely gifted and creative boy who became a high school dropout), family patterns and mothers' roles, the orthodox school systems and the types of teachers who staff it, and the protests expressed by students in recent years. (KW)

ABSTRACT 367

EC 05 0367 ED N.A.
Publ. Date 71 172p.
Stern, Aaron
The Making of a Genius.
EDRS not available
Hurricane House Publishers, Inc., 14301 SW 87th Avenue, Miami, Florida 33158 ($6.95).

Descriptors: exceptional child education; gifted; high achievers; educational philosophy; parent role; parent influence; individualized instruction

The father of a girl who was reading at 2 years of age and completed college when 15 years old describes a total educational submersion method of individualized instruction and optimum stimulation. The author, who believes his method rather than heredity to be responsible for the child's giftedness, was forced by illness to spend large amounts of time at home which he devoted to the education of his daughter. Some of the father's techniques include playing classical music constantly for the infant, reading to the child, using travel posters and an abacus, and going on extensive field trips. Positive reinforcement and a curriculum based on the interests of the moment are given as other elements of Aaron Stern's educational philosophy. Because the public educational system was seen to be resistant to change, Stern puts forth a set of proposals for a demonstration school, among which are the following: optimum use of community resources, teaching technique based on dialogue, daily field trips, school activities to last 10 hours and 6 days a week, heavy emphasis on ecology and current events, and a minimum of conformity and regulation. (DB)

ABSTRACT 1283

EC 05 1283 ED N.A.
Publ. Date Feb 73 5p.
Siegelman, Marvin
Parent Behavior Correlates of Personality Traits Related to Creativity in Sons and Daughters.
EDRS not available
Journal of Consulting and Clinical Psychology; V40 N1 P43-7 Feb 1973

Descriptors: exceptional child research; gifted; college students; males; females; creativity; parent child relationship; cor-

relation: parent influence; personality development

One hundred fourty-four male and 274 female college sophomores and juniors were questioned to determine whether their creative potential was significantly related to basic dimensions of parent child relationships. Male and female students having personality traits frequently associated with creativity tended to describe both parents as more rejecting than loving. Casual versus demanding parent behavior was not found to be related to creativity potential. Protective fathers were recalled only by females with low creative potential. (Author/GW)

ABSTRACT 2251

EC 05 2251 ED N.A.
Publ. Date Feb 72 5p.
Burns, Doris
Letter From a Parent.
EDRS not available
National Elementary Principal; V51 N5 P32-6 Feb 1972

Descriptors: exceptional child education; gifted; case studies; parent role; parent attitudes; parent school relationship

A parent of a gifted child described her frustrations with school personnel who she feels are hostile to the creative and intellectual drives of the gifted. The daughter is described to have been advanced from birth but to have disliked school where teachers labelled her as emotionally disturbed. It is said that extremely gifted children are frequently found among children labelled as retardates. The ideal education is seen to allow children to work at their own speed, teachers to engage in creative activity, and to make research experiences available to students regardless of age or sex. Personal pressures on the parents of a gifted child are thought to resemble those felt by parents of a retarded child. (DB)

ABSTRACT 2368

EC 05 2368 ED N.A.
Publ. Date 72 125p.
Deakin, Michael
The Children on the Hill: One Family's Bold Experiment with a New Way of Learning and Growing.
EDRS not available
Bobbs-Merrill Company, Inc., 4 West 57th Street, New York, New York 10019 ($5.95).

Descriptors: exceptional child education; gifted; childhood; child rearing; learning processes; heredity; environmental influences; interpersonal relationships; parent role; parent attitudes; teaching methods; discovery learning; mathematics; music; case studies (education)

Described in the book are unusual parents and their four gifted children, Christian, Adam, Ruth, and Paul, 11, 9, 7, and 5 years of age, respectively, whom the author discovered during preparation for his company's television documentary on gifted children. The parents' heredity, environment, and interpersonal relationships are probed, such as the mother's rejection by her bourgeois Italian family, and her pursuit of learning; and the father's Jewish background, evacuation from London during World War II, and subsequent search for self concept. Considered are the parents early years together in left wing organizations and communes; their settling in an isolated cottage in Wales, where the mother did household tasks at night and worked with the children by day and the father worked by day and was close to the children at night. The educational process is given as based upon love, freedom from pressure, belief in non-violence, the Montessori Method, parental answers to all questions, inclusion of the required discipline in explanation of a play or intellectual process, and the child's repetition of a task to the point of satisfaction or frustration. Sibling rivalry and angry outbursts are said to have been avoided through constant explanations of each individual's needs (such as when Paul played Eine Kleine Nachtmusik constantly for two days), and each child's development of specific skills. Detailed profiles are given for each child, which tell of Christian's prowess in mathematics, experiences in schools, and interpersonal relationships; Adam's nonverbal characteristics, ability to play the piano (learned through the game of Mummy Tortoise and Adam Hare) and winning of the British junior piano contest at age 7; Ruth's emergence as a giving person who plays flute and paints; and Paul's interest in everything. The family is said to have moved to a city to give the children an opportunity to live in the world. (MC)

ABSTRACT 198

EC 06 0198 ED 082 428
Publ. Date 73 25p.
Mentally Gifted Children and Youth: A Guide for Parents.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Special Education.
EDRS mf, hc
Pennsylvania Department of Education, Box 911, Harrisburg, Pennsylvania 17126

Descriptors: exceptional child education; gifted; parent role; school role; questionnaires

The brochure is intended to help parents understand and aid their gifted children in home, school, and community. Gifted children are defined in terms of outstanding intellectual or creative ability and rank among the top 30% of the nation's school population. Studies are said to reveal that gifted children do not follow a uniform pattern in delineation of individual nature, interests, and needs, yet tend to be superior in almost all measurable human traits. Needs of the gifted child are presented in terms of developmental tasks and profiles for the age levels of infancy and early childhood, middle childhood, and adolescence. The role of parents in motivating their gifted child is discussed, and 10 ways parents can be helpful to schools (such as helping to secure resource materials and persons for research purposes) are listed. Suggestions made for schools to provide adequate programs include offering differentiated, individualized programs in broad rather than specific vocational areas. Questionnaires containing from 19 to 25 questions focus on whether a child is gifted, whether a parent is gifted, and whether a school provides for the gifted child. (MC)

ABSTRACT 501

EC 06 0501 ED 084726
Publ. Date 71 10p.
A Handbook for Parents.
Oceanside Unified School District, California
EDRS mf,hc

Descriptors: exceptional child education; gifted; guidelines; parent role; special classes

The handbook for parents of children in the mentally gifted minor program of Oceanside, California, explains the district plan, selection of students, classroom activities, and the parent role. Also noted are program purposes, program organization, instructional materials, special interests of pupils, special activities parents can provide, organizations concerned with the gifted, and a bibliography. (DB)

ABSTRACT 676

EC 06 0676 ED N.A.
Publ. Date Oct 73 7p.
Truax, Charles B.
Effective Interaction With Gifted Children.
EDRS not available
Kootenay Centre for the Gifted Journal; V1 N3 P4-10 Oct 1973

Descriptors: exceptional child education; gifted; parent role; teachers

Questions parents ask teachers about giftedness are posed and answered. The questions concern what giftedness is, how it occurs, how it can be detected, as well as cost benefits of programs for the gifted, and ways parents can help their gifted child. (MC)

ABSTRACT 870

EC 06 0870 ED N.A.
Publ. Date F 73 2p.
Gensley, Juliana
The Pre-School Gifted Child.
Gifted Child Quarterly; V17 N3 P219-20 F 1973

Descriptors: exceptional child education; gifted; parent role; listening; environmental influences; early childhood; interpersonal relationship

Suggestions for parents of gifted preschool children include talking to the child as an individual, listening perceptively, finding ways to round out knowledge for development of true concepts, and providing a good learning environment with many things to handle, smell, taste, see, and hear. (MC)

ABSTRACT 1335

EC 06 1335 ED N.A.
Publ. Date Win 73 6p.
Sanderlin, Owenita
Gifted Child Emeritus: John Owen Sanderlin.
Gifted Child Quarterly; V17 N4 P279-84 Win 1973

Descriptors: exceptional child education; gifted; educational needs; academic achievement; special health problems;

diseases; adolescents; home instruction; sports; Leukemia

The mother of a gifted leukemic boy who died before his 16th birthday, tells of her learning about special educational needs of the gifted as she guided her son's education at home. Discussed is identification of the disease when the boy was in grade 6, subsequent home instruction indicating superior ability in mathematics, acceleration, academic achievement during high school attendance, and prowess in tennis. It is noted that high scoring on the Scholastic Aptitude test resulted in a scholarship to university and the Harvard Award for potential fulfillment of great promise, which might have been realized in either tennis or a university professorship in mathematics. (MC)

ABSTRACT 1336

EC 06 1336 ED N.A.
Publ. Date Win 73 3p.
Ostrom, Gladys

The Self-Concept of Gifted Children Grows Through Freedom of Choice, Freedom of Movement and Freedom To Do What Is Right.
Gifted Child Quarterly; V17 N4 P285-7 Win 1973

Descriptors: exceptional child education; gifted; self concept; parent role; environmental influences; school role

Described is the approach a mother used to help her 11-year-old gifted son accept the need for completing required homework, and suggested for parents of the gifted and school personnel is providing an environment where there is freedom of choice, freedom of movement, and freedom to do what is right to help the gifted child build a healthy self concept. (MC)

ABSTRACT 1839

EC 06 1839 ED N.A.
Publ. Date 73 80p.
Turner, Judy

Creative Play: Educational Activities for Young Children.
Academic Therapy Publications, 1539 Fourth Street, San Rafael, California 94901 ($2.00).

Descriptors: early childhood education; individual activities; class activities; play; games; creative expression; imagination; fantasy

The booklet describes (with illustrations) activities for creative, imaginative, and educational play activities appropriate for young children up to the age of 7 years in the home or school setting. Play is thought to be an efficient way of learning since the child is involved in activities that are personally meaningful. Suggestions are given for organizing creative activities in general and for specific activities in the following areas: water play, modelling, sand play, creative use of materials, and art. Examples of specific activities are blowing soap bubbles, making simple pulleys, and making a collage. Encouraged are all types of imaginative play including dramatic play, indoor games, use of puppets and boxes, and outdoor games. Examples are dressing up, making a stethoscope, and building with boxes. Types of play activities specifically educational in nature are seen to include reading experiences, sense games, sorting activities, and party and picnic games. Homemade books, imitating common sounds, and sorting coins are examples. Also given are possible activities for children convalescing such as potato printing. (DB)

ABSTRACT 2089

EC 06 2089 ED N.A.
Publ. Date 64 24p.
Parkyn, G. W.

The Mental Health of the Gifted.

New Zealand Council for Educational Research, Education House, 178-182 Willis Street, Post Office Box 3237, Wellington, 1, New Zealand.

Descriptors: exceptional child education; gifted; mental health; family environment; school role; social relations; adjustment (to environment)

The address, delivered in 1961 at an international conference organized by the Canterbury (New Zealand) Mental Health Council, concerns the mental health of the intellectually gifted child in his home, in school, and in society. Conditions for mental health (such as security based on loving and consistent adult behavior) and symptoms of adjustment difficulties are thought to be generally similar for gifted and normal children. Specific adjustment difficulties of the gifted such as the following are also identified: problems arising from parents' inability to understand that the gifted child will develop at different growth rates on varying developmental levels; loneliness due to a lack of opportunity to share passionate intellectual interests; and underachievement resulting from low motivation. Teachers are encouraged to study means of fostering creative thought, particularly in the social sciences. (GW)

ABSTRACT 2335

EC 06 2335 ED N.A.
Publ. Date Spr 74 6p.
Meyers, Elizabeth S. and Others

Specific Suggestions for the Kindergarten Teacher and the Advanced Child.
Gifted Child Quarterly; V18 N1 P25-30 Spr 1974

Descriptors: exceptional child education; gifted; kindergarten children; instructional materials; class activities; teaching guides

Specific suggestions are provided regarding materials and instructional activities appropriate for gifted kindergarten students. Materials thought to be particularly helpful include such items as the walking board, playground equipment, listening posts with records, and the kinesthetic alphabet. The authors offer such instructional guidelines as the following: allow the child to tutor other students less skilled in ball work, provide increasingly complex bead and pegboard designs for copying or reproducing from memory, and allow the child to make up poems once he has a grasp of rhyming. Included are exact names, titles and addresses for locating filmstrips, recordings, and other resource materials. (GW)

ABSTRACT 2447

EC 06 2447 ED 094 503
Publ. Date 73 55p.
Neff, Benjamin G., Jr.

Designing and Implementing a Supervision System for a Mentally Gifted Program.
EDRS mf,hc
Practicum Report, Submitted in Partial Fulfillment Of the Requirements for the Degree of Doctor of Education, Nova University, Fort Lauderdale, Florida

Descriptors: exceptional child education; gifted; program descriptions; parent role; teacher role; elementary school students; practicums; innovation; cooperative programs; program planning; program evaluation; supervision; behavioral objectives

Described is a 1-year (1972-1973) practicum program which entailed planning, implementing and evaluating a supervision system of off-campus innovative instruction by parent-teacher teams for 42 gifted elementary school students. Discussed are development and implementation of the following program components: goals, such as teaching basic skills for student problem solving and critical thinking; objectives, such as student demonstration of increased appreciation of music, art, drama, and literature; implementation through inservice training of parents and teachers in Goal Oriented Supervision and Supervisory Conference techniques (incorporating behavior modification and reinforcement); activities such as ecology walks, a cooking workshop, attendance at a symphony concert, and instruction in Chinese; budget making; and evaluation procedures, such as coordinator discussions with participants and mid- and end-of-year questionnaires. Major evaluation results are given to indicate that 80% of respondents considered the supervision system to be effective and worthy of replication the following year. The program is seen to have implications for use by field administrators for involving parents and teachers. Given in appendixes are details of program aspects such as goals, activities, and costs; a summary of evaluation procedures; explanations of supervision policies including goals, assessment of staff skills, and steps in supervision; criterion checklists for Spanish and parent involvement; a discussion on the supervisory conference including steps; and a continuum of stages in the supervisory role. (Author/MC)

ABSTRACT 2646

EC 06 2646 ED N.A.
Publ. Date Jul/Aug 74 4p.
Chesler, Barbara M.

Who Wants to Wash the Dishes?
Exceptional Parent; V4 N4 P12-5 Jul/Aug 1974

Descriptors: exceptional child education; handicapped children; employment potential; educational needs; creative ability

Too often persons working with handicapped individuals focus on what they cannot do rather than identifying and developing their special aptitudes. Educational and vocational programs should not be restricted to teaching read-

ing, writing and arithmetic, but also should emphasize creative abilities such as drawing or gardening that may help the individual locate rewarding employment. (GW)

ABSTRACT 2875

EC 06 2875 ED N.A.
Publ. Date 72 128p.
Education for the Gifted and Talented.
The National Elementary Principal, 1201 Sixteenth Street, Northwest, Washington, D. C. 20036.

Descriptors: exceptional child education; gifted; educational programs; program descriptions; educational needs; historical reviews; parent attitudes; principals; identification; program development; program planning; psychological characteristics; creativity; school role; government role; biographies

Sixteen articles address issues related to the education of gifted and talented children. Included are the U.S. Commissioner of Education's summary of activities undertaken by the Bureau of the Handicapped for gifted children, a historical overview suggesting that educational programs for the gifted have been attacked as being discriminatory to disadvantaged children, a parent's letter describing her frustrations with school personnel attitudes toward giftedness, and a discussion of issues regarding the identification of gifted and talented children. The following topics are considered also: the role of principals in the implementation of programs for the gifted; ideas (from a principal and an educational consultant) on program planning for the gifted; a special science class for gifted boys in grades 2 through 5 as it is viewed by a 7-year-old participant; genetic and environmental factors in intellectual and artistic giftedness; and characteristics of creative children and the role of schools and principals in fostering their creativity. Other articles pertain to such subjects as the life and work of Lewis M. Terman; one student's frustration with the regular educational setting; special programs for gifted children in seven states; a Fairfax County, Virginia program for superior learners from third through sixth grades; Senator Jacob Javits' views of social obligations to gifted children and his proposals for federal leadership, state support, training, and research and demonstration; Congressman John Erlenborn's evaluation of an Office of Education report and his proposal that student identification and program development be left to state and local school systems; and sources of information about gifted children and youth. (GW)

ABSTRACT 330

EC 07 0330 ED N.A.
Publ. Date Sum 74 7p.
Quattrocki, Carolyn G.
Recognizing Creative Potential in Preschool Children.
Gifted Child Quarterly; V18 N2 P74-80 Sum 1974

Descriptors: exceptional child research; gifted; preschool education; students; testing; standardized tests; creativity; student evaluation; teacher qualifications; teacher evaluation;

To compare the abilities of trained and untrained teachers to evaluate the creativity of preschool children, teachers from a university child care center and two Head Start programs evaluated their students using the Torrance Checklist as a guide, and their students were given the Starkweather Originality Test. Correlation of the data indicated that a teacher's ability to recognize creative potentia. in young children seems to be enhanced by training in early childhood education, but that some trained teachers do not recognize creativity in students with as much or more accuracy than their untrained counterparts. (GW)

ABSTRACT 334

EC 07 0334 ED N.A.
Publ. Date Sum 74 2p.
A Mother and Father of a Gifted Child Find the Helping Professions Helpless.
Gifted Child Quarterly; V18 N2 P110-1 Sum 1974

Descriptors: exceptional child education; gifted; parents; professional personnel; evaluation; counseling;

A letter from the parents of four gifted children discusses their concern about their children's emotional adjustments and describes the lack of support experienced from physicians, psychologists and educators whom they have consulted. (GW)

ABSTRACT 1431

EC 07 1431 ED N. A.
Publ. Date 73 160p.
Bridges, Sydney
Problems of the Gifted Child: IQ-150.
Crane-Russak and Company, Inc., 347 Madison Avenue, New York, New York 10017 ($7.50)

Descriptors: exceptional child education; gifted; high achievers; parent role; parent child relationship; parent school relationship; teaching methods; teacher role; school role; identification; educational needs;

Presented is an overview of problems facing a gifted child and his family. Discussed are characteristics of the gifted child in such areas as speech, reading ability, questioning ability and thought processes. The child's needs are seen to include intellectual stimulation, motivation and withdrawal for work by themselves. Described are such parental problems as feelings of inadequacy and doubts about the child's school. The importance of parental awareness of family relationships is stressed and acceptance of individual children's differences is urged. Considered is the need for cooperation between school and parents during the preschool period. School provisions for the gifted child, such as acceleration and enrichment are reviewed. Described is the teacher's role, including student assessment and individualization of curriculum; and considered is the teacher's relationship to gifted children in the regular classroom. Among the measures advocated beyond school are revising teacher preparation and supporting educational groups such as the National (British) Association for Gifted Children. (CL)

ABSTRACT 1637

EC 07 1637 ED N. A.
Publ. Date 46p.
King, John D.
Counseling with Parents of Exceptional Children: A Categorical and Annotated Bibliography.
(Author), Texas Univ., Austin; Special Education Department, Austin, Texas 78712

Descriptors: exceptional child education; handicapped children; mentally handicapped; cerebral palsy; special health problems; emotionally disturbed; speech handicapped; visually handicapped; aurally handicapped; learning disabilities; gifted; bibliographies; parent counseling; parent education;

The bibliography contains approximately 350 citations dealing with counseling parents of exceptional children. Citations are presented alphabetically by author's name within the following categories of exceptionality: mental retardation, cerebral palsy, health impairments, emotional disturbance, visual impairments, learning disabilities, speech impairments, hearing impairments and giftedness. Usually listed are the author's name, title, publisher, date and a brief annotation. (CL)

ABSTRACT 2040

EC 07 2040 ED 104 095
Publ. Date Jun 74 124p.
Delp, Jeanne L.; Martinson, Ruth A.
The Gifted and Talented: A Handbook for Parents. Working Draft.
Ventura County Superintendent of Schools, Calif.
Office of Education (DHEW), Washington, D. C.
National Inst. of Education (DHEW), Washington, D. C.
EDRS mf;hc

Descriptors: gifted; parent role; educational needs; identification; exceptional child education; high achievers; creative ability; guidelines; parent associations; bibliographies;

The working draft of the handbook for parents of gifted and talented children provides information on characteristics of the gifted, educational neglect of the gifted, and the parent role. Discussed are the importance of identifying the gifted and typical characteristics such as exceptional academic achievement, a wide range of interests, and independence of thought. Statistics on fiscal support and personnel needs are given to support the contention that the gifted are educationally neglected. Causes of this neglect are thought to include failing to identify the gifted and negative attitudes resulting in underachievement, self doubt, and conformity by many gifted children. Results of a questionnaire sent to 100 parents of gifted children are reported to show that gifted children have many out of school interests and have some satisfying school experiences but many school related problems. Brief answers are provided for typical questions asked by parents such as 'What can you do about underachievers?' and 'Will a special class create

competition and bad feelings?'. A final chapter on the role of parents gives suggestions at the preschool and school age levels including such things as flexible school attendance to allow the child to participate in out of school educational activities. Provided are guidelines for organizing a parent association, addresses of existing associations, and a bibliography of books for gifted children or their parents. (DB)

ABSTRACT 3129

EC 07 3129 ED N. A.
Publ. Date Aut 74 5p.
Ciha, Thomas E.; And Others
Parents as Identifiers of Giftedness, Ignored but Accurate.
Gifted Child Quarterly; V18 N3 P191-195

Descriptors: gifted; identification; parent attitudes; teacher attitudes; exceptional child research; kindergarten; student evaluation; Informal Assessment;

To find an effective means of identifying gifted kindergarteners, parents and teachers were asked to nominate students with exceptional academic potential within a stratified sample of 465 gifted, hidden potentially gifted, and nongifted students. When parent and teacher nominations were compared with Ss' standardized test scores, results indicated that parents were more able than teachers to assess their children's abilities at the kindergarten level. (LH)

ABSTRACT 3130

EC 07 3130 ED N. A.
Publ. Date Aut 74 8p.
Khatena, Joe
Parents and the Creatively Gifted.
Gifted Child Quarterly; V18 N3 P202-209

Descriptors: gifted; identification; stimulation; parent role; teaching methods; exceptional child education; parent attitudes; observation; Informal Assessment;

Suggested to parents are approaches for identifying and stimulating creative expression in gifted children. The author recommends systematic parental observation to detect such qualities in their children as environmental sensitivity, initiative, self confidence, intellectual curiosity, individuality, and artistry. Among the numerous suggestions offered for nurturing creative behavior are respecting the child's curiosity; heightening sensory awareness; encouraging exploration, experimentation, and fantasy: and helping children use analogies to understand and manipulate their environment. (LH)

ABSTRACT 3606

EC 07 3606 ED N. A.
Publ. Date 75 108p.
Parker, Margaret
The Joy of Excellence.
Kootenay Centre for the Gifted, Box 805, Kaslo, British Columbia, Canada V0g 1m0 ($3.45)

Descriptors: exceptional child education; gifted; parent education; child rearing; intelligence quotient; identification; family (sociological unit); social development; educational programs; sex differences; emotional problems; testing;

Intended for parents, the book briefly discusses topics relating to gifted children which include individual characteristics, the normal curve and IQ, the gifted population, developmental signs of giftedness in infancy and early childhood, family interaction and child-rearing attitudes, social interaction and social skills, school and educational programs, sex differences and sex-role problems, emotional problems, research, and testing. Also provided is a layman's glossary, references, and a discussion of hyperlexia (exceptional reading or computational skill in the presence of general retardation). (SB)

ABSTRACT 3721

EC 07 3721 ED N. A.
Publ. Date Fal 75 6p.
Groth, Norma J.
Mothers of Gifted.
Gifted Child Quarterly; V19 N3 P217-222

Descriptors: gifted; mothers; demography; exceptional child research; self concept; family (sociological unit); vocational interests

Questionnaires were obtained from 240 mothers of gifted children to determine what family, age, and work characteristics were common in the population. Results showed that Ss perceived their psychological age to be younger than their chronological age, that they tended to have small rather than large families, and that fewer Ss identified as gifted were fulltime housewives as compared to Ss not identified as gifted. (SB)

ABSTRACT 3724

EC 07 3724 ED N. A.
Publ. Date Fal 75 12p.
Organizing a Gifted Children's Association: Phase I-IV.
Gifted Child Quarterly; V19 N3 P249-260

Descriptors: gifted; guidelines; parent associations; program planning; exceptional child education; parent education; legislation; administration; services;

Suggestions for organizing a gifted children's association are divided into four phases. The goals of Phase I include starting a steering committee, organizing a parent education series or workshop, cooperating with schools, contacting other associations, and becoming familiar with legislation for gifted child programs. A second phase of the project involves naming the association, writing bylaws, electing an executive board, incorporating the organization, selecting an advisory board, deciding on membership dues, offering a newsletter, exploring insurance coverage, and planning association meetings. Activities in the third phase give gifted children educational experiences such as summer workshops and field trips. Services which the association can provide as part of Phase IV are an association library, a resource center, and a testing service. Ten rules are given for operating a gifted child association such as involving as many club members as possible. (SB)

ABSTRACT 1775

EC 004 850 ED 035 154
Publ. Date Sep 69 75p.
McBride, Edd, Ed.
A Guide for the Education of Exceptionally Talented Students.
North Carolina State Department Of Public Instruction, Raleigh
EDRS mf,hc

Descriptors: exceptional child education; gifted; state programs; administrator guides; program development; program planning; teacher selection; identification; class size; program evaluation; educational objectives; ability grouping; language arts; English; social studies; sciences; arithmetic; mathematics; music education; art; learning activities; North Carolina

Rules and regulations governing education of the gifted in North Carolina precede an outline of screening and identification procedures. The question of ability grouping is explored through a review of eight research studies and articles. Questions and answers are used to present information on the gifted to parents, and the selection of teachers, class size, and program evaluation are considered. Objectives taken from Bloom's Taxonomy of Educational Objectives are presented with an explanation. The development of programs in the following areas includes activities and ideas: language arts, English, social studies (elementary and secondary), science (elementary and secondary), arithmetic, mathematics, music, and art. Available mimeographed materials are listed. (RJ)

ABSTRACT 1935

EC 004 615 ED 036 914
Publ. Date 69 73p.
Gloss, Garvin G. And Others
Sputnik Plus Ten; Ohio's Program for the Gifted 1957-1967.
Ohio State Department Of Education, Columbus, Division Of Special Education
EDRS mf,hc

Descriptors: exceptional child education; gifted; educational programs; program development; state programs; advanced placement programs; demonstration programs; exceptional child research; identification; state surveys; enrollment; educational finance; administrative policy; Ohio

Briefed are the planning, the committee work, and the supportive legislation which followed the conception of Ohio's gifted program. The procedural methodolgy used by the Division of Special Education to encourage the initiation of programs and to disseminate information on research, monographic contributions, and demonstration results is discussed. Historical treatment is given the following subjects: statewide coordination of advanced placement; specific demonstration projects emphasizing acceleration, subject and general advanced placement, counseling, enrichment, identification, special classes, individual programing in heterogeneous grouping, work-study for underachievers, and the ungraded approach; surveys of literature, evaluations of projects and procedures, and studies of costs; descriptions of six controlled research studies; and conclusions regarding the Department of Education's role in identification, selection, programs, and supervision. An overview of current provisions includes methods of identification and selection, quantitative comparisons costs, availability of child-study services, administrative and curricular provisions, extent of parental involvement, student and program evaluation, problems encountered, and conclusions and implications (WG)

ABSTRACT 1937

EC 004 851 ED 036 916
Publ. Date Sep 69 28p.
Guidelines for the Development and Evaluation of Programs for Gifted Children; 1969 Curriculum Circular No. 2.
Iowa State Department Of Public Instruction, Des Moines
EDRS mf,hc

Descriptors: exceptional child education; gifted; state programs; administrator guides; administrator responsibility; program planning; program administration; program evaluation; identification; individual characteristics; teacher qualifications; inservice teacher education; enrichment programs; acceleration; grouping (instructional purposes); Iowa

Definitions, identification, and characteristics of gifted children are considered. Other areas covered are administrative responsibility, principal role, teacher qualifications, and inservice education. Objectives in program development are discussed as are program evaluation and differential education, including programs for enrichment, acceleration, and grouping. (JD)

ABSTRACT 3539

EC 005 184 ED 042 274
Publ. Date Sep 69 29p.
A Need for the State of Michigan to Establish a Position in the Educational Preparation of Talented Tots. A Report to the Michigan Legislature.
Michigan Association For The Academically Talented, Inc., Lansing
EDRS mf,hc

Descriptors: exceptional child education; gifted; educational needs; federal legislation; state legislation; financial support; research reviews (publications); program descriptions; educational diagnosis; state programs; Michigan

A report on the need for gifted education was prepared by the Michigan Association for the Academically Talented for the Michigan State Legislature. Included are a brief description of relevant research on the gifted, an analysis of federal legislation for the gifted, an analysis of state legislation in fifteen states that includes definitions of giftedness, program descriptions, advisory groups and study groups, diagnostic procedures and financial support. The report is concluded with a list of general recommendations for meeting the needs of the gifted in the state of Michigan. (SP)

ABSTRACT 1611

EC 03 1611 ED 046 465
Publ. Date 71 137p.
A Program of Education for Exceptional Children in Oklahoma.
Oklahoma State Department Of Education, Oklahoma City, Division Of Special Education
Bureau Of Elementary And Secondary Education (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; handicapped children; gifted; state programs; state legislation; school services; guidelines; educational programs; state standards; teacher certification; administration; Oklahoma

The bulletin, detailing the Oklahoma program for the education of exceptional children, is intended to provide guidelines for boards of education, administrators, special education teachers, and others involved in establishing and/or improving services for exceptional children. State law, state board of education regulations, teacher qualifications and certification regulations, and administrative responsibilities are presented. Separate chapters elaborate upon details of definitions, identification, establishment of classes, classroom organization, and special education programs for the various categories of handicaps and for the gifted. Also reviewed are the visiting counselor's role and activities, provision for guidance services, the role of the director of special education, and Title VI-A of the Elementary and Secondary Education Act of 1965. Regional and community guidance centers are listed. (KW)

ABSTRACT 457

EC 04 0457 ED N.A.
Publ. Date 71 12p.
Laird, A. W.
Investigative Survey: Fifty States' Educational Provisions for Gifted Children.
EDRS not available
Gifted Child Quarterly; V15 N3 P205-16 Fall 1971

Descriptors: exceptional child education; gifted; creative development; state programs; educational programs; creative ability; state legislation; national surveys

Reported are national survey results on information concerning current and projected state programs for academically gifted children and their creative development. The return rate of 83% includes both completed questionnaires and letters. Only 34% of the states indicate state legislation for special education of the gifted child. Only 12% of the states are contemplating future programs. Additional information revealed by the survey includes: methods of selecting gifted children for special classes; nature of special classes such as equipment, goals, and teacher freedom; and teacher

qualifications. The author concludes by advocating the need for special education of gifted children due to the stated fact that a large percentage of gifted students in colleges and universities fail because of dissatisfaction with existing educational programs. (CB)

ABSTRACT 570

EC 04 0570 ED 056 244
Publ. Date Aug 71 390p.
Marland, S. P., Jr.
Education of the Gifted and Talented--Volume 2: Background Papers (Appendixes).
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; gifted; educational needs; government role; state legislation; state programs; program descriptions; teacher education; financial support; state surveys; incidence; national surveys

Background papers prepared in conjunction with the national survey of the gifted and talented are presented as appendixes to the study reported in EC 040 569. Papers in Appendix A consider the characteristics of the gifted and talented, the question of why we should be concerned with them (are special programs undemocratic, will regular children be deprived, what benefits will be derived), the problem of identification, the benefits of special programs (including administrative arrangements, early childhood programs, and current public school structure), the necessary components of a good program, preparation of teachers and other personnel, the cost of programs for the gifted, and the educational implications of research. Appendix B presents an analysis of problems and priorities-advocate survey and statistics sources (results from a survey sent to 239 experts). An analysis of hearings held at the regional level, state laws for the education of the gifted, comparisons of gifted and average students in the Project TALENT populations, and case studies from California, Connecticut, Illinois, and Georgia are reported. The results of structured interviews conducted with OE staff and with others are presented in Appendix G, the assessment of present U.S. Office of Education delivery system to gifted and talented children and youth. (RJ)

ABSTRACT 2051

EC 04 2051 ED N.A.
Publ. Date 72 3p.
Lyon, Harold
A Vocal National Advocate: Hal Lyon.
EDRS not available
TAG; P9-11 Spr 1972

Descriptors: exceptional child education; gifted; federal legislation; educational needs; government role; federal programs

Brief comments are made concerning the role of federal legislation in the education of the gifted and talented. The need for additional legislation is noted. Existing legislation, such as Title III of the Elementary and Secondary Education Act (ESEA), Title I ESEA, and Title V ESEA, is said to offer various possibilities for federal aid. A program currently in the works is the Leadership Training Institute (LTI), which is described as a mobile team of experts on education of the gifted and talented who will cooperate in preparing packages for use by the states in establishing state programs. Other comments concern the future clearing house for the gifted and talented, an officer for the gifted and talented in the Office of Education, and the need to alert school staff to the educational needs of the gifted and talented. (CB)

ABSTRACT 2683

EC 04 2683 ED 065 952
Publ. Date May 71 76p.
Analysis of Hearings Held By Regional Commissioners of Education on Education of the Gifted.
North Carolina University, Chapel Hill Frank Porter Graham Center
National Center for Educational Research and Development (DHEW/OE), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child education; gifted; educational programs; educational needs; educational opportunities; state surveys; creative development; financial support; curriculum; identification; teacher qualifications; government role; legislation; Department of Health Education and Welfare

Provided was an analysis of 10 Department of Health, Education, and Welfare (HEW) regional hearings held in 1970 on education of the gifted; three major sources of information explained to have been used in the analysis were the state survey form, oral testimony given at open hearings, and written testimony submitted for the record from the 10 regions. A total of 49 states returned the survey, and a total of 295 persons testified orally or in writing. Selected major findings and topics covered included need to increase stimulation of creativity and to provide for a flexible curriculum, need for early identification, need for better prepared teachers, mention of need for increased federal support of funds by 55% of all witnesses, state action, need for model programs, federal government role, regional differences of testimony, differences of testimony by type of testifier, state legislation in 21 states providing special resources or incentive to local school districts for gifted programs, major deterrent to educational programs identified as lack of sufficient funds, and minimal state use of existing federal legislation. Included is a bibliography of approximately 90 written documents submitted to the hearings. (CB)

ABSTRACT 160

EC 05 0160 ED 069 077
Publ. Date 71 54p.
Lazar, Alfred L., Ed.; Duncan, Donald K., Ed.
The Challenge of Accountability in Programs for the Gifted.
California Association for the Gifted
EDRS mf,hc
Conference Proceedings of Ninth Annual Conference, California Association for the Gifted, February 26-27, 1971, Monterey

Descriptors: exceptional child education; gifted; conference reports; educational accountability; educational programs; curriculum; creative development

The conference proceedings include 22 papers or workshop session summaries from the conference on the gifted. Some of the topics discussed are educational evaluation of the social worth of programs, economic accountability, the role of parent organizations, communicating with the state legislature, encouraging creativity in learning, describing highly gifted students, providing qualitatively different learning experiences, identification of creative potential, and developmental stages (after Erikson and Piaget). Other subjects covered include gifted minority students, individualized instruction and learning centers, educating teachers of the gifted, creative writing ideas, and various other curriculum suggestions. (KW)

ABSTRACT 2191

EC 05 2191 ED 078 635
Publ. Date 73 19p.
Exceptional Children Conference Papers: Gifted and Talented.
Council for Exceptional Children, Reston, Va.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
Papers Presented at the Annual International CEC Convention (51st Dallas, Texas, April 22-27, 1973).

Descriptors: exceptional child education; gifted; educational planning; government role; federal legislation; federal government; national surveys; culture free tests

Educators concerned with improving educational opportunities for the gifted need to consider ways to achieve their ends within the realities of the political system. Federal programs cannot be expected to provide ideas which will dramatically improve education for the gifted nor to provide large quantities of money. The federal government can serve as a catalyst to ideas through research and demonstration programs and support of leadership training. A federal survey on the gifted has shown the degree to which existing legislation is not serving gifted children. In contrast, gifted and other children in the Soviet Union are exposed to an extracurricular program of clubs using notable professionals as instructors. Though gifted students can be found in every racial group and social class, the search for a culture free intelligence test is not useful. Development of the art of scrounging can lead to innovative ways to obtain funding. Educational support services such as research and development and training activities are an unrecognized part of the educational delivery system. A bill for educational assistance to gifted and talented children has been introduced but must overcome policical hurdles before it is passed and appropriations gained. Political allies need to be nurtured in organizations such as the National Education Association. (DB)

ABSTRACT 2260

EC 05 2260 ED N.A.
Publ. Date Feb 72 3p.
Javits, Jacob K.
Next Steps for the Gifted and Talented: Two Views.
EDRS not available
National Elementary Principals; V51 N5 P91-3 Feb 1972

Descriptors: exceptional child education; gifted; government role; federal government; federal aid; administrative organization

Senator Jacob Javits considers society's obligation to gifted children and urges the federal government to take action on four fronts: federal leadership, state support, training, and research and demonstration. Noted is a recent report by the U.S. Commissioner of Education on the status of education for the gifted and talented which recommends the establishment of a federal administrative unit for the gifted and talented within the Office of Education. Encouraged is the establishment of a National Clearinghouse on Gifted Children and Youth to obtain and disseminate relevant information. Also recommended is a federal grant-in-aid program to encourage state special programs is a federal state and local levels. Leadership at the state level is seen to be needed. It is suggested that research and model programs also be helped by federal aid. (DB)

ABSTRACT 2261

EC 05 2261 ED N.A.
Publ. Date Feb 72 2p.
Erlenborn, John N.
Next Steps for the Gifted and Talented: Two Views.
EDRS not available
National Elementary Principal; V51 N5 P93-4 Feb 1972

Descriptors: exceptional child education; gifted; government role; federal government; state departments of education; legislation

Congressman John Erlenborn discusses the recent report by the Office of Education on the education of the gifted and talented, and proposes that student identification and program development be left in the hands of state and local school systems. Noted is the existence (in 1969) of no one responsible for the gifted at the Office of Education, though it is said that waste would probably result from the creation of a gifted and talented children's bureau within the Office of Education. (DB)

ABSTRACT 2379

EC 05 2379 ED N.A.
Publ. Date Jun 73 2p.
Andersen, C. J.
Gifted and Talented Children's Educational Assistance Act.
EDRS not available
Pending Federal Legislation in Education: Revising The Federal-State Partnership Preliminary Paper; N41 P28-9 Jun 1973

Descriptors: exceptional child education; gifted; federal legislation; federal aid

Pending bill, H.R. 5718, Gifted and Talented Children's Educational Assistance Act, would amend the Elementary and Secondary Education Act of 1965 to provide for a federal administrative unit for projects for gifted children, establish a National Clearinghouse on Gifted and Talented Children and Youth, provide grants to states for the initiation and improvement of special programs, authorize the training of personnel in the area of gifted and talented education and support relevant research. (DB)

ABSTRACT 2399

EC 05 2399 ED 081 128
Publ. Date 1 Jun 73 28p.
Trudeau, Elaine, Ed.
Analyses of State Laws for Gifted Children.
State-Federal Information Clearinghouse for Exceptional Children, Reston, Va.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf,hc
Council for Exceptional Children, 1920 Association Drive, Reston, Va. 22091.

Descriptors: exceptional child education; gifted; state legislation; identification; financial support; federal legislation; program descriptions

Analyzed in terms of definitions, programs, advisory committees and study groups, diagnostic procedures, and financial support are the state laws relating to gifted children. Noted is federal legislation which has defined gifted and talented children, included the gifted and talented under the Elementary and Secondary Education Act and the Education Professions Development Act, and authorized a study by the Commissioner of Education on the needs of the gifted and talented. Thirteen states are reported to include a term for gifted and/or talented children in their definition of exceptional children. Authorized programs described include special classes, summer workshops, high school credit for college courses, and pilot programs for experimentation and research. Funding and assessment are explained to usually fall under the special education authority. (DB)

ABSTRACT 155

EC 06 0155 ED N.A.
Publ. Date 73 158p.
Vassar, William
Strengthening State and Federal Relationships in the Education of the Gifted and the Talented.
EDRS not available
Ventura County Superintendent of Schools, Ventura, California.

Descriptors: exceptional child education; gifted; state federal aid; state department of education; government role; federal legislation; program planning; financial support; institutes (training programs)

The working draft of a syllabus for the First National Summer Institute on the Education of the Gifted and the Talented is concerned with strengthening state and federal relationships in the education of the gifted and talented. An overview examines the role of state education associations (SEA) in the education of the gifted. A rationale for strengthening state-federal relationships is offered which notes the role of the Office of Education as well as the SEA's. Guidelines are given for the utilization of Title V, Elementary and Secondary Education Act to improve state leadership in the education of the gifted and include justification of funding states and territories, specific program strategies, models for implementation, and impact of Title V funds on state leadership patterns. Reviewed are other state and federal resources for the education of the gifted and talented such as federal titles, state resources (both public and private) and exemplary programs utilizing federal-state-local-private resources. Cooperative planning for state-federal programs is focused on in terms of interstate cooperation, regional cooperation, and anticipated outcomes from state-federal cooperation. Compared are the present and future frameworks of state-federal cooperation in the education of the gifted and talented. Considered in the extensive appendixes are program design and implementation, models for program development in inservice education, policies and guidelines for gifted and talented programs, strategic state plans, identification and utilization of resources, issues in evaluation and accountability, and a glossary of terms. (DB)

ABSTRACT 1559

EC 07 1559 ED 102 795
Publ. Date Nov 74 33p.
Hall, Robert E.
Special Education Guidelines.
Bureau of Indian Affairs (Dept. of Interior), Albuquerque, N. Mex.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

Office of Education (DHEW), Washington, D. C.
OEC-0-74-7893
EDRS mf,hc

Descriptors: handicapped children; American Indians; special education; guidelines; exceptional child education; gifted; educational philosophy; educational objectives; educational accountability; agency role; educational diagnosis; identification; classification; professional personnel; curriculum design; instructional materials; public relations; Bureau of Indian Affairs;

Provided are special education guidelines (revised 1974) for exceptional (handicapped or gifted) American Indian and Alaskan Native children from birth through age 25 years in schools operated by the Bureau of Indian Affairs (BIA). Reviewed are broad philosophical guidelines emphasizing individualized instruction, objectives such as decreasing school dropouts and providing biennial reevaluation, policies for special education support by local agencies and BIA central and area offices, and screening and assessment procedures which focus on such areas as early educational intervention and parental approval. It is stressed that the categorical descriptions and program placement suggestions offered are for administrative planning (not

for labeling purposes in the following areas of exceptionality: mental retardation, aural handicaps, speech-language impairment (including students with limited English), visual handicaps, social-emotional maladjustment, physical or health impairments, learning disabilities, multihandicaps, the homebound, and the gifted. Listed are preparation and duties of professional personnel and general suggestions are offered in regard to curriculum and use of materials and equipment. Accountability is explored in terms of program structure, student analysis and appraisal, and assessment of objectives. Also mentioned is the need for public relations information efforts. (LH)

ABSTRACT 1901

EC 07 1901 ED 104 072
Publ. Date Jan 74 120p.
Sato, Irving S. and Others
Developing a Written Plan for the Education of Gifted and Talented Students: Working Draft. Revised Edition.
Ventura County Superintendent of Schools, Calif.
Office of Education (DHEW), Washington, D. C. Office for Gifted and Talented.
National/State Leadership Training Institute on The Gifted and Talented, Los Angeles, Calif.
EDRS mf;hc

Descriptors: gifted; program planning; administration; program budgeting; state programs; exceptional child education; program development; Arizona; South Carolina;

Provided in working draft form is a matrix for developing written program plans (at either the school, district, State Department, or Regional Office of Education planning levels) for educating gifted and talented students. The matrix contains separate columns for elements, objectives, and implementation and focused on the following major elements: position statement, planning tasks, goals, objectives, programs, budgetary considerations, and strategies for change. The implications of each element are expanded in the column entitled 'Objectives', and suggested activities are listed under 'Implementation'. Extensive appendixes include an informational inventory on programs for gifted students in Colorado schools, a survey on state provisions for the gifted developed by the National/State Leadership Training Institute on the Gifted and Talented, a breakdown of budgetary considerations, and examples of use of the matrix to develop written state plans in Arizona and South Carolina. (DB)

ABSTRACT 2719

EC 07 2719 ED 107058
Publ. Date Jan 75 20p.
Vassar, William G.
Connecticut's Comprehensive Model for the Education of the Gifted and Talented.
Connecticut State Dept of Education, Hartford. Bureau of Pupil Personnel and Special Education Services.
EDRS mf;hc

Descriptors: gifted; state programs; legislation; consultants; teacher education; exceptional child education; models; conceptual schemes; educational planning; program budgeting; Connecticut;

Described is Connecticut's comprehensive model for the education of the gifted and talented. Discussed are the following basic program components: state legislation and funding to provide reimbursement to local school districts for special programs or services, full-time consultative leadership in programming for the gifted and talented, and a coordinated professional development component encompassing preservice and inservice training as well as advanced graduate study. Also provided are an historical perspective of Connecticut programs for the gifted and a brief listing of informational resources. (LH)

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